**CURRICULUM MAP Writing 2 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| UNIT TITLE: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 2: Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **Grade 11-12 Specific Standard:**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting  (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples  appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Students will be able to write expository texts. (to explore) |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What is a writer’s responsibility / duty in informing readers? * How does writing for information help us better express our ideas? * What effective techniques or rhetorical strategies do writers employ to inform an audience? * What’s the best way to explain a task? * What are the different ways to explain a procedure to another person? * How can we write informative/explanatory texts to examine and convey complex ideas, concepts, and information?   **Topical Questions:**   * 2a) What is the most effective way of explaining a procedure? * 2c) How can we effectively introduce a topic; organize complex ideas, concepts, and information in order to make important connections and distinctions between concepts as we convey our ideas through writing? * How do the use of quotations and clear examples enhance the development of a selected topic? * How can we establish a clear tone through formal writing by using appropriate transitions? * How can we conclude an argument so that the reader is motivated to think about the argument made? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The difference between explanatory and informative texts * How to introduce a topic * How to use rhetorical techniques to engage the audience * How to write for a specific audience * How to organize complex ideas * How to use multimedia to enhance writing * What are informative texts * How is information organized for different informative texts * What is a thesis statement and topic sentences * To unify a piece of writing by gathering * relevant supporting details * That the use of multimedia can aid comprehension * The importance of quotation and citation * How the domain specific language and appropriate transitions aid in creating essay coherence. * Conventions of Standard English * How to conclude informative texts | **Students will be able to. . .**   * Create a topic/thesis statement * Maintain and establish a formal style in writing * Create cohesion with their writing * Format writing so that ideas are organized and structured * Use other types of resources to enhance their arguments * Use precise language, strong vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Identify different types of informative texts * Organize information for different types of informative texts * How to write a thesis statement and supporting claims (topic sentences) based on complex concepts * Use databases to select relevant and reliable information * Select different kinds of multimedia to support a piece of writing * Synthesize pertinent information, quote within texts and cite sources * Deploy domain specific language and use effective transitional strategies to establish essay coherence * Apply the conventions of written Standard English to establish an objective tone * Apply a variety of concluding strategies |
| **CONTENT:** | |
| * Examples/Models of literary analyses * Examples/Models of non-fictional article (op-ed piece, etc.) * Example/Model debate (or legal) briefs. * Historical and Biographical articles on respective authors and texts * Excerpts from Aristotle   **Interviews/Film**  *An Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *Eyes on the Prize*  **Speeches**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday  “A Modest Proposal” by Jonathan Swift  “A Dissertation Upon Roast Pig” by Charles Lamb  Topical articles (newspapers, news magazines)  Literary criticism, evaluative reviews | |
| **VOCABULARY:** | |
| Informational, explanatory, criticism, process, plagiarism, parenthetical citations, primary source, secondary source, point of view, argument, counterargument, antithesis, rebuttal, evidence, claim, qualifier, cohesion | |
| **ASSESSMENT / EVIDENCE:**  In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| **Performance Assessment:**   * Students will compose a one-page process essay (“How To” Guide) on particular task that the class must try to perform. The writer will be assessed on how successful the class was at completing the task. * Students will compose an essay, using language and structure that is specific to a designated audience. The class will create a rubric for evaluating how successful the writer was in reaching/persuading the targeted audience. * Students will compose a newspaper article for the business section of a newspaper or magazine. Students will revise their writing to add more complex and domain-specific language (simile, metaphor, analogy, etc.) in order to convey the more complex concepts of their topic. Students will be assessed on their ability to 1. Demonstrate comprehension of the topic, 2. Use complex and domain-specific language in a way that provides the reader with a clear understanding of the topic.   **Self-Assessment:**   * Write a journal in which you reflect upon the “process” of choosing details and language for an essay. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will write process essays (a “How To” Essay) which use a minimum of language for a maximum of explanatory detail. Students will evaluate the effectiveness of the process essays by following the directions. Evaluate the usefulness and comprehensiveness of a process essay by following the steps exactly to produce a final result or product. Write and present a process essay orally directing another student through the process * Emulate Lamb’s “A Dissertation Upon Roast Pig” about a chosen topic of interest | |
| **RESOURCES:** | |
| *Evergreen* by Susan Fawcett, <http://owl.english.purdue.edu/> | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Laptops, <http://americanrhetoric.com/> | |